



**Rhode Island Department of Education
Office of Student, Community and Academic Supports**

School Support System Report and Support Plan

**NEWPORT COUNTY REGIONAL
SPECIAL EDUCATION PROGRAM**

(SERVING THE COMMUNITIES OF LITTLE COMPTON, MIDDLETOWN & TIVERTON)

FEBRUARY 2016

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.

- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.

- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.

- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**NEWPORT COUNTY REGIONAL SPECIAL EDUCATION PROGRAM
School Support System Review**

Record Review Team Leaders

Team A – Ruth Gallucci; Kerri Sorensen

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The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Support Plan
Result	<p>1 Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on the Newport County Regional Special Education Program Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is: (RI District Average is 71.75%) Little Compton <u>84.8%</u> Middletown <u>73.2%</u> Tiverton <u>76.0%</u></p> <p>Percentage of students educated for less than 40% of the time in general education settings is: (RI District Average is 13.25%) Little Compton <u>4.40%</u> Middletown <u>6.80%</u> Tiverton <u>4.50%</u></p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is: (RI District Average is 4.35%) Little Compton <u>2.2%</u> Middletown <u>6.5%</u> Tiverton <u>9.2%</u></p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	<p>2 Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State's minimum "n" size) did meet the state's AYP targets for the disability subgroup: Little Compton <u>Yes</u> Middletown <u>Yes</u> Tiverton <u>No</u></p>	

		<p>B. Participation rate for children with IEPs: Little Compton <u>100%</u> Middletown <u>98.00%</u> Tiverton <u>97.70%</u></p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards: [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas] Little Compton <u>50%</u> Middletown <u>38.94%</u> Tiverton <u>39.45%</u></p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Little Compton Grades K – 8 At the Wilbur & McMahon Schools, students' progress is monitored using Aimsweb Software. Aimsweb is a proven tool that is used inform and improve student performance. Student progress is easily evaluated on foundational skills in the areas of math and reading. Teachers are also able to use this brief and frequent progress monitoring tool for to identify at-risk students to perform instructional intervention immediately. Students in grades 1-8 are progress monitored three times a year: Fall, Winter and Spring. Kindergarten students are assessed during our Spring session only. Diagnostic Reading Assessments are also administered in grades 1-8 during the month of June. Additionally, in the area of reading, this data is used to write Personal Literacy Plans (PLP's), as a means of intervention to more directly and precisely improve student reading levels.</p> <p>Academic and behavioral supports are available to all children to ensure student success in every academic subject area at Wilbur & McMahon Schools. Instructional decisions are made daily to best fit student needs. Student progress, in all subject areas, is monitored within a multi-tiered process and these findings are used to make decisions about additional learning supports. This process is referred to as Response to Intervention (Rti). Our Rti team consists of the school's two Literacy Coaches and the School Principal. Each Rti Plan in effect, is reviewed every six weeks to monitor and evaluate student progress. This review is based upon benchmark screening and teacher data collection. Due to the small classroom size at Wilbur-McMahon School, the teachers in grades 1-8 are able to meet daily, with common planning time to discuss the academic performance of the students. If behavioral interventions are necessary the school psychologist and social worker meet together with the Rti team to further develop the student's plan.</p> <hr/>	

Middletown: The Common Core State Standards and RI GSEs provide the foundation of the defined curriculum of Middletown Public Schools. The instructional design supports all students in making progress towards and exceeding mastery of grade-level content standards. Assessment takes many forms, including screening, progress monitoring, classroom-based formative and summative assessments that measure student proficiency of the defined curriculum.

Middletown has a focus and commitment to increase all student achievement levels by increasing literacy and mathematics levels. There is a specific emphasis on reducing the achievement gap for high need students. High need students are any students that are below grade level in literacy and/or mathematics, special education, or any combination. Middletown's Theory of Action is as follows:

If Middletown Public Schools focuses on literacy and mathematics development for all and uses it as a lever for improving the performance of high needs students by closing their achievement gap then they will have developed the capacity to raise the performance of all students. In addition, through professional learning communities, educators embrace high levels of learning for all students. PLCs are dedicated to ensure that all students learn essential knowledge, skills, and dispositions.

**Elementary Level
Forest Avenue School**

Forest Avenue Elementary School has a multi-tiered approach to supporting students in their academic achievement. In September all students are given the DRA2 to find out at what level students are reading. (Benchmark and Universal Screening)) Students are also given the NWEA reading and math assessment to begin the progress monitoring in their reading and math academic areas.

Grade level PLC's or Professional Learning Communities meet weekly throughout the year for 50 minutes to review student data, mark student progress and develop intervention and enrichment plans for their students.

These PLC's start the RTI process by developing six week plans of intervention for each child who is not making progress in Reading and Math. They review student data, offer advice on what to do and present literacy and math intervention plans for each student that has been identified as in need.

RTI team meets once a week for one hour helping teachers develop plans for students in need. Students must have at least 2 six week rounds of intensive intervention of research based instruction/intervention in order to move students into level three or to an ETM team. Even then, if a student is showing progress the student may be referred back to the teacher and PLC for more intensive intervention and instruction. The data collected during these progress monitoring provides excellent information regarding academic impact and the need for specialized instruction for all eligibility categories.

The school wide (K-3) intervention schedule includes one 40 minute block for four days straight, then have two days off and then repeat the process for three weeks. After these 12 days of intervention, teachers take two 40 minute blocks to analyze the instruction and make decisions regarding student progress. Teachers in each grade use a flex grouping process to teach specific learning needs. For example, a grade three teacher has 23 homeroom students, those students will go out into various rooms to regroup with other third graders to learn a specific skills. That homeroom teacher may have only 6-8 of her regular students. Students are divided up according to instructional need. Some teachers may be working with 3 students, some with 15, depending on the intensity of academic need. Enrichment activities are also provided during this time, pushing students to deeper learning in the math, reading and science areas.

Forest Avenue calls this respond, analyze and engage intervention process or the BOOST program.

Aquidneck School:

At Aquidneck School, students participate in universal screening and benchmarking in the areas of reading and math three times per year. NWEA, DRA2, and common assessments are used to determine where students are in relation to the CCSS. Any students who are identified as below grade level in reading or math are given a PLP (personal literacy plan) and/or PMP (personal math plan). Through these individualized plans, goals are set, intervention beyond the core instruction is provided and students are progress monitored. PLC teams (professional learning communities) meet to discuss student growth data, specific researched based intervention strategies and frequency and duration of interventions. Grade level teams work together to provide interventions. Teachers may refer to the school's RTI (response to intervention) team to review individual student data and intervention plans. The team is typically comprised of a special education teacher, general education teachers, the school principal, and guidance counselor. When warranted, the school psychologist, social worker, speech language pathologist or other related service personnel are invited to the meeting. Parents are also always invited to attend. Interventions are provided in different various ways. One model in grade 2 and 3 is through a FIT (focused intervention time) intervention block. This blocks is scheduled 1 day per week for 40 minutes across a grade level. It maximizes the number of adults available, provides for all students to have an intervention/enrichment block and prevents students from missing CORE instruction.

Middle Level

Students at Gaudet Middle School and Learning Academy (GMS/GLA) participate in NWEA screening in the fall and spring, utilizing national norms to determine grade level performance. Additional screening in the winter is conducted for students whose scores reflected border-line or below grade level performance on the fall assessment and who have participated in structured interventions focused on math or reading. As part of the school-wide academic schedule, students participate in an appropriate intervention block up to five times in a six-day schedule which may include title reading, math lab and/or literacy lab classes. Progress monitoring of implemented research-based interventions is documented in Personal Literacy Plans (PLP) and Personal Math Plans (PMP). Data from NWEA assessments, structured intervention progress monitoring (PLP/PMP), classroom performance, and any independent evaluation data is collected and analyzed as part of the Response to Intervention process with a focus on the eight areas of performance noted in the RI Criteria and Guidance for the Identification of Specific Learning Disabilities. Collection of this information is a collaborative effort with Guidance maintaining open lines of communication with parents, administrators, students and teachers. Our Response to Intervention tiered structured philosophy is based on:

- Using assessment data to assign students to appropriate intervention groups which focus on at least one of the eight specified areas noted in the RI SLD Guidelines
- Engaging staff and students in research-based interventions and documenting progress monitoring
- Training and time allocated for determining, implementing interventions and progress monitoring
- Clear, consistent and involved leadership to ensure that assessment, data analysis, tiered intervention instruction and progress monitoring are carried through

- Meeting on a weekly basis as a Student Support team to discuss student concerns/progress, review RTI data and determine appropriate next steps

High School Level

Middletown High School uses Northwest Evaluation Association (NWEA) and DRA 2 data along with individual student performance information that includes; common formative assessments, test/assessment grades, performance tasks, attendance, and discipline records to screen and monitor student performance. This information is monitored by both classroom and Reading specialist teachers. Progress monitoring occurs every 6 weeks and information is shared between the classroom teachers and the reading/math specialists. Teachers use their collaborative professional time to look at data and monitor student progress to work together to close gaps with ALL students. An ETM meeting occurs every 2 weeks and includes personnel such as special educators, guidance counselors, behavior specialist, dean, student assistance counselor, parents, school psychologist, and social worker. An Rtl team meets periodically to assess data and discuss supports for students quarterly.

School-wide support structures during the school day:

Tier 3 support in both a literacy lab and a math lab supports the needs of students who fall significantly below grade level. Students in these classes receive instruction focused on their Personal Literacy Plan (PLP) and Personal Math Plan (PMP) goals and receive this instruction in addition to their English and math class.

Tier 2 support is available for students who fall below grade level through a double block math course or a Foundations English 9 course where a special educator and a regular educator provide intensive, explicit instruction focused on PMP and PLP goals.

During Advisory, which occurs once every three days for 66 minutes, students can access content teachers to receive additional support or skill reinforcement as needed.

After School support structures include:

MOST after school intervention provides academic assistance to students and targets the goals of each individual PMP and PLP, two times a week for one hour for a period of 6-8 weeks. The students who participate in this program are identified through specific criteria. Content area teachers provide targeted instruction based on the students' needs.

Teachers are very willing to stay after school and work with students on a one on one basis.

Tiverton

Tiverton continues to improve systems throughout the district to ensure interventions include three tiered supports of core curriculum, intervention within general education with increased interventions based on progress monitoring, and specialized instruction. The district continues to provide PD regarding the expectation that all children must have equal access and differentiated supports to the core curriculum, standards, and programs. PD is being offered on formative assessments so that teachers can better design instruction to adapt to the needs of each learner.

Rtl processes are in place, with data reviews for all students, including those with disabilities, typically on a 4-6 week review schedule. In addition, Rtl coordinators are in place at each school and have been receiving quarterly training since November 2014.

Tiverton recently (September 2015) moved to a new SIS systems and a universal screener and tool (Renaissance Learning's STAR program) for progress monitoring which are aligned to the CCSS and PARCC. This should help

staff and teams measure student progress and respond to student need in an efficient and more targeted manner at all levels for literacy and math.

The special education administrators along with building administrators ensure that the eligibility process and procedures are consistently utilized, and incorporate meaningful Rtl data.

Ranger Elementary

At the Ranger Elementary School, students participate in universal screening and benchmarking in the areas of reading and math three times per year. Recently, Tiverton has made a transition from Aimsweb to the Standardized Test for the Assessment of Reading and Math (STAR). Grade level teams meet routinely to review grade level data. Additionally, Grade Level Teams meet with our STAR coach three times per year after screening and benchmarking to review individual student data, intervention plans and intervention scheduling. When warranted, the special educator, speech language pathologist or other related service personnel are invited to the meeting.

Fort Barton

There is a process in place for Rtl at Fort Barton School for students exhibiting difficulty in the areas of reading, writing, math, behavior and language. Meetings are scheduled one day each week (Wednesdays), alternating grades (K-1, 2-4), before school. Teachers bring data to the meetings to document their concerns or to show progress. There are two teachers who are trained RTI facilitators who run the meetings, make the weekly schedule, provide intervention forms for teachers to follow with a return RTI date assigned. Our RTI team also consists of our reading and math interventionists, special educators, school psychologist, and classroom teachers. When a student is brought to RTI, the Fort Barton RTI team reviews carefully with teachers what should be monitored (goal setting), how it will be monitored, what evidence will be collected, and how progress will be determined.

Pocasset

There is an Rtl protocol/process to follow at Pocasset School for students who are determined, by the classroom teacher, to have difficulties with reading, writing, math, and language. Grade level teams meet regularly during common planning time to discuss their concerns, intervention opportunities, data and decide if student and teacher need further support. When teachers have exhausted ideas and have at least 2 rounds of 8-12 weeks of data they schedule a time to meet with the Rtl team. The Rtl team meets at least once a month to review student data and interventions provided by the classroom teachers. This team, which consists of the principal, special educator, classroom teachers and the guidance counselor, either provides more support options for the classroom teachers or turns the student's information over to our school's ETM team to determine eligibility for special education services. Specific intervention times are scheduled throughout the day for grade level interventions/enrichment. This allows for all grades to have the maximum number of adults to provide small group instruction. Pocasset also has two Title 1 interventionists, reading (full time) and math (part-time) who work with classroom teachers to provide in-class and pull out interventions for small groups and meet individual needs.

Middle Level

Tiverton Middle School (TMS) utilizes STAR for universal screening and benchmarking of all students in the areas of reading and math three times per year – fall, winter, and spring. School-wide supports include twice-weekly

intervention blocks (“Flex”), daily math and literacy interventions (including Wilson, Just Words and a pilot involving Accelerated Math) and, as needed, individual supports via small group teacher instruction. Grade-level teams (core RtI teams) meet weekly – often scheduling with parents. The teams, facilitated by the grade-level guidance counselor and including both administrators, follow a protocol designed to review student data, address student needs through a tiered system of interventions, and perform progress monitoring. The Response to Intervention (RtI) tiered structure philosophy is based on:

- High-quality assessments necessary to allocate students to enrichment, moderate intervention and intensive intervention groups.
- Students and staff productively engaged during Flex – which is an enrichment/intervention period.
- Clear, consistent, and involved collaborative leadership to ensure that assessment, data analysis, tiered intervention and enrichment instruction, and progress monitoring are carried through with fidelity.
- Time allocated within the schedule to plan for grouping and instructional activities (weekly Team meetings).

High School Level

The RTI team individually interviews the referring teacher and students/parents. Materials are reviewed and assessed and action plans are determined. The team convenes to discuss solution or strategies to be implemented. The RTI Coordinator monitors the plan and student progress with guidance counselor. Some students receive additional assessments for potential literacy or math support.

The Standardized Test for Reading (STAR) is used as a universal screening assessment for all students grades 9-10, as well as an additional data source and progress monitoring tool for all students grades 9-12 receiving intervention services. Students within the one year below grade level are monitored /on watch by literacy teacher, ELA teacher, and receive Tier 1 support strategies in content area classes. Tier 1 Support is also available in math in Algebra 1 and Geometry. Identified students (Prior NECAP scores, PARCC score, remedial support at middle school, and teacher counselor recommendation) receive an additional 3 times per week support in math. After school tutoring is available to all students.

Guidance counselors monitor student performance each mid quarter and term. Seniors are priority tracked for graduation purposes by guidance, administration, and the service learning coordinator. Four conference evenings throughout the year accommodate student at risk meetings on a consistent basis.

Documentation: Data Analysis; State Performance Plan

Result

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SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)

Little Compton – no chart

Tiverton:

ASD					
White	2011	2012	2013	2014	2015
Students with Disability	27	35	38	44	45

Total Students	1833	1847	1802	1797	1735
District Risk	1.47	1.89	2.11	2.45	2.59
District Risk Ratio	3.3	3.2	3.6	3.9	3.7

Middletown:

	ED				
	2011	2012	2013	2014	2015
White					
Students with Disability	27	24	26	25	25
Total Students	1833	1817	1645	1622	1616
District Risk	1.47	1.32	1.58	1.54	1.55
District Risk Ratio	2.6	2.4	2.9	3.1	3.0

	LD				
	2011	2012	2013	2014	2015
Black					
Students with Disability	21	17	14	16	15
Total Students	134	130	134	128	135
District Risk	15.67	13.08	10.45	12.50	11.11
District Risk Ratio	4.6	3.8	3.2	3.8	3.2

Documentation: Data Analysis; State Performance Plan

Result	5	Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater
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	<p>than 10 days. This was not applicable (NA) for the Newport County Region as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0 had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	
Result	<p>6 <u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Little Compton Grades K – 8 Wilbur & McMahon Schools expects each student to behave respectfully and appropriately. Each month two Citizens of the Month are selected, per grade, who are recognized by their teachers for Outstanding Citizenship. It is Wilbur School's belief that school citizenship is an integral part of a student's total educational experience. School citizenship is measured by eight key values: integrity, respect, responsibility, fairness, caring, love of country, civic duty, and work ethic. The attainment of these attributes is invaluable to each student's future development and to the community. Wilbur McMahon also has an anti-bullying committee that meets monthly to establish ways to build character and prevent inappropriate behavior. This team works cooperatively with the Little Compton Prevention Coalition and the Little Compton Education Foundation to establish educational programs throughout the school year. Additionally, the seventh grade curriculum includes an eleven week program that is structured to educate students to take preventative measures about substance abuse. On April 1st, annually, Wilbur McMahon celebrates April Friends Day. National speakers come to present to the school community to support, enhance and emphasize the importance of healthy choices. At the end of the school year, to embrace respect as one of our pillars of character, as the school community (and community at large) participates in our Walk for Respect.</p> <hr/> <p>Middletown Forest Avenue Elementary Forest Avenue has been using a positive behavior support program (PBIS) for over 15 years. Students receive daily STARS for following school rules and providing excellent responses in their academic areas. There is a daily reward program announced over the school intercom, noting those students who continue to do well in school. Building wide school expectations and a school wide code of conduct are well known and seen visually throughout the school. School psychologists, social workers and guidance counselors conduct proactive weekly social skills meetings to help students adjust to learning in a large classroom type of area. School psychologists and social workers utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASEL's (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-</p>	

management, self-awareness, social awareness, relationship skills and responsible decision making. These specialists target individual students and provide them with interventions from 1:1 supports, classrooms supports and small group social skills groups that provide positive student models (lunchtime buddies). PLC's monitor Personal Behavior Plans, conduct various levels of behavior interventions and report to the RTI team with their individual student behavior progress monitoring.

Aquidneck Elementary School

Aquidneck Elementary School is a PBIS school which places an emphasis on a problem-solving approach to addressing the social emotional and behavioral needs of all children. At the center of this is the belief that in order to prevent inappropriate behavior, effective teaching, modeling and reinforcement of appropriate school behaviors must be done. All students are taught three key goals; being safe, being responsible and being respectful. Students are given clear examples of how these key goals look across settings/situations within the school day. These building-wide expectations connect to an incentive system for pro-social behaviors and students are frequently reinforced. Parents have access to these goals on the school website. Aquidneck Elementary School teachers and staff identify students who need additional support with these goals and provide varying tiers of intervention. Tier 1 and 2 interventions may occur within the classroom with consultation while Tier 3 interventions may include collaboration with School Support Staff (Psychologist and/or Social Worker) to create and provide interventions such as Personal Behavior Plans, Social skills groups or Individual Social-Emotional supports. School psychologists and social workers utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASELs (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. These are provided to target skill deficits and are progress monitored by the providers and the Rtl Team.

Middle Level

Gaudet Middle School and Learning Academy has implemented a "Catch the Wave" program to teach and promote positive behaviors school-wide. Working collaboratively with the Dean of Students, each grade assembled age-appropriate expectations and acknowledgements to support positive behaviors and build consistency throughout the building. Any staff member may recognize a student who reflects "Gaudet Great" behavior and a monthly Principal's Award brings more acknowledgements of students who participate in making our Gaudet community a safe, supportive learning environment.

A variety of tiered behavior interventions are implemented at Gaudet including lunch bunch groups who meet weekly with guidance and behavior specialists to focus on social/self-regulating skills, a behavior support program (BSP) with small class sizes, and individualized student sessions with appropriate Student Support staff are conducted to address issues/concerns that arise from both home and school. The Student Support team, which includes guidance, behavior specialists, administrators, dean and any other appropriate staff, meets weekly to discuss student concerns, implement appropriate supports, review progress monitoring, and relay information gathered from weekly grade-level team meetings. The Dean of Students, a relatively new position at Gaudet, plays a key role in maintaining a safe, supportive school environment by working collaboratively with students, parents, staff, and administrators to maintain open lines of communication, promote positive behaviors, and ensure that students receive the supports they need.

High School Level

A full time behavior specialist is on staff at Middletown High School to provide supports for students with social-emotional/behavioral needs on a daily basis. A personal behavior plan (PBP) is developed with a student's team of classroom teachers, the behavior specialist, dean, school psychologist and social worker to support students requiring targeted supports for the social/emotional and behavioral areas. This group of professionals along with the guidance counselor and student assistance counselor meet biweekly to review/monitor the PBPs and discuss students and their social/emotional/behavioral needs. The behavior specialist serves as the liaison and meets with school teams and works with outside counselors to provide comprehensive support for struggling learners.

The MHS student handbook defines the district behavioral expectations along with disciplinary actions for all students. Case managers work with the dean and attendance clerk to track suspensions to ensure that a Manifestation Determination is completed prior to the tenth day of suspension. Positive and supportive plans are developed and implemented at these meetings.

Tiverton**Ranger Elementary School**

Ranger has created school-wide positive behavior supports. Building-wide expectations are well known to students and corresponding incentive systems for pro-social behaviors have been established. School psychologists and social workers provide varying tiers of intervention based on office discipline, teacher or parent referrals. School psychologists and social workers utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASELs (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. Social emotional skills groups, individual supports, whole-class, small group or 1:1 behavior intervention plans are provided to target skill deficits

Fort Barton

Building-wide expectations are well known to students and corresponding individual incentive systems for pro-social behaviors have been established. School psychologist and social worker provide varying tiers of intervention based on office discipline, teacher or parent referrals. School psychologists and social workers utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASELs (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. Social emotional skills groups, individual supports, whole-class, small group or 1:1 behavior intervention plans are provided to target skill deficits. Targeted social emotional skills groups are provided to target skill deficits (and are typically monitored by the special educators/school psychologist)

Pocasset

Pocasset has been working on implementing a Positive Behavioral Intervention & Support (PBIS) system over the past few months by creating a positive environment for all students and staff. To do so, clear behavioral expectations have been established. These expectations are placed strategically around the school, with an

incentive system in place. All classroom teachers and building principal have discussed the expectations with all students and established a variety of consequences and interventions to help change the negative behaviors. The school psychologist and social worker provide small group instruction on positive behaviors and assist with developing interventions for individual students within the classroom. The school psychologist and social worker split time between schools in Tiverton. This can be challenging when immediate assistance is needed during a crisis situation.

Middle Level

Tiverton Middle School is home of Foxy who represents responsibility, respect and safety. This is a school wide practice and system to teach and acknowledge positive behaviors and practices. Administration and staff of the Tiverton Middle School are sure to demonstrate and emphasize these values to and for the students. Advisory is also used as a means to support this message and practice it with students and offers a means of intervention. The school Psychologist is utilized to create social groups for students as a means of intervention. Our Student Assistance Counselor works with students and offers them strategies to be successful and provide a positive connection for them. TMS also has a Student Support Team that is comprised of the assistant principal, two guidance counselors, school psychologist, school social worker, SAC, special education coordinator and nurse when available. Issues are discussed and plans are established for monitoring and intervention. Also review current plans and student success during that time.

High School Level

Guidance counselors, the school psychologist, school social worker, and student assistance counselor provide scheduled and plan based support in the areas of social/emotional skills. Students receive support plans through the nurse, guidance/administrative, and if necessary, 504 plans. Behavioral plans are monitored by RTI coordinator and the assistant principal. School support counselors, guidance support passes, or intermittent alternate settings are utilized for classroom behavioral issues. Day to day alternate settings are monitored by the assistant principal. Keystone online completion classes are offered to students in academic need who fall behind due to identified social/emotional challenges.

Suspensions are minimized to major offenses. Classroom disruptions can result in an administrative intervention. Students receive classwork and support in an alternate setting in the isolated class only for the day following the disruption or inappropriate behavior. In addition, the student is scheduled with a professional support staff member regarding strategies and decision making.

Decision making is also supported by school wide initiatives. Student groups such the Peer Helping Network, Tiger Pride, Youth Activation, and the Gay Straight Alliance take on long term initiatives throughout the year to improve school climate. The Peer Helping Network has facilitated Dating Violence and cyber bullying student initiatives over the last two years. Tiger Pride and Youth Activation has completed initiatives in positive decision making and individual tolerances.

School Removals/Disciplinary Policies. Throughout the Region, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.

Documentation:

Result	7	<p>Preschool Continuum</p> <p>The preschool programs are located at:</p> <ol style="list-style-type: none"> 1) Aquidneck Elementary School in Middletown, RI (am and pm program) 2) Pocasset Elementary School in Tiverton, RI (am and pm program) 3) Wilbur-McMahon Schools in Little Compton, RI (am program) 4) Ranger Elementary School in Tiverton, RI (full day early childhood program) <ul style="list-style-type: none"> • NCRSEP hosts 3 Integrated Pre School programs in the public school setting, in each community in the region. The programs run Tuesday - Friday, morning sessions (ages 3 & 4) are 2.5 hours and afternoon sessions (ages 4 & 5) are 2.5 hours. The integrated program includes 7 students identified as having a disability and has an IEP and 8 typically developing peers. The Preschool Teams collect early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Instruction is based on The RI Early and Development Standards. Teachers utilize Teaching Strategies GOLD as a seamless system for assessing children in these programs. The objectives assessed include predictors of school success and are aligned The RI Early and Development Standards. This authentic, ongoing observational assessment is critical to planning appropriate learning experiences and individualize instruction. Speech and Language Therapists work in collaboration with the preschool teachers to execute lessons together. In addition the speech and language pathologist conducts small group and 1:1 instruction as needed, per IEPs. • NCRSEP also hosts a five day/week, full day program. This program is an early childhood program for students in Pre K - grade 1 who experience profound cognitive limitations in addition to sensory and/or physical disabilities. Many of these individuals have complex medical histories and chronic health concerns. The special educator in the program also utilizes Teaching Strategies GOLD as an assessment system, and instruction is aligned to The RI Early and Development Standards for students considered in Pre K. <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was:</p> <p>Little Compton <u>n/a</u> Middletown <u>65.12%</u> Tiverton <u>56.76%</u></p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was:</p> <p>Little Compton <u>n/a</u> Middletown <u>4.65%</u></p>	

Tiverton 0.00%

State Performance Plan Indicator #7

Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships);

Little Compton n/a

Middletown 65.00%

Tiverton 65.00%

- Acquisition and use of knowledge and skills (including early language/ communication and early literacy);

Little Compton n/a

Middletown 75.60%

Tiverton 75.60%

- Use of appropriate behaviors to meet their needs:

Little Compton n/a

Middletown 59.40%

Tiverton 59.40%

Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

- Positive social-emotional skills (including social relationships):

Little Compton n/a

Middletown 47.90%

Tiverton 47.90%

- Acquisition and use of knowledge and skills (including early language/ communication and early literacy);

Little Compton n/a

Middletown 54.20%

Tiverton 54.20%

- Use of appropriate behaviors to meet their needs

Little Compton n/a

Middletown 58.30%

Tiverton 58.30%

		Documentation: Data Analysis; State Performance Plan	
Result	8	<p>Program Continuum Elementary Level</p> <p>Little Compton K – 5 There are 141 students at the elementary level and approximately 12 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • 1.5 special educators are assigned to grades K – 5. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching as well as pull-out, as needed, to support individual skill development. Accommodations and modifications are done collaboratively with special education teachers, support professionals and regular education teachers. • There is a speech therapist at Wilbur-McMahon two days per week. Speech therapy is provided in-class and as a pull-out service • <hr/> <p>Middletown K – 3 (Elementary) K – 3: There are 686 students at the elementary level and approximately 94 have IEPs. The special education program continuum is as follows: Aquidneck:</p> <ul style="list-style-type: none"> • There are 2.0 special educators assigned to grades K – 3. Specialized instruction is provided through an inclusive model providing student with in-class academic instruction, co-teaching, behavioral supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and regular education teachers. • Aquidneck also hosts a Regional Behavior Support Program. This program offers Regional students a setting that focuses on academic and social-emotional explicit instruction and supports. It is staffed by 1.0 special educator, a behavior specialist and 2.0 teacher assistants. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the regular education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist and school social worker facilitate groups, weekly, focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. • There is 1.0 speech therapist at Aquidneck School. Speech therapy is provided to students at Aquidneck who require this specialized instruction based on their disability. Speech therapy is provided in-class, pull-out or in a co-treatment model with the school psychologist <p>Forest Avenue:</p> <ul style="list-style-type: none"> • There are 2.0 special educators assigned to grades K – 3. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, behavioral supports as 	

well as pull-out as needed to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and regular education teachers.

- There is 1.0 speech therapist at Aquidneck School. Speech therapy is provided to students at Forest Ave who require this specialized instruction based on their disability. Speech therapy is provided in-class, pull-out or in a co-treatment model with the school psychologist

Tiverton K – 4

There are 692 students at the elementary level and approximately 100 have IEPs. The special education program continuum is as follows:

Fort. Barton:

- There are 3.0 special educators assigned to grades K – 4. Specialized instruction is provided through an inclusive model with in-class academic instruction, co-teaching and behavioral supports. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and regular education teachers.
- Ft. Barton hosts a Regional Alternate Assessment Classroom for students in grades 2 – 4. Regional students in the program have a disability that significantly impacts cognitive function and adaptive behavior. The students' instruction is aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Core Content Connectors. Students are integrated into the regular education classroom for co-curricula's, lunch and recess as well as, other specific times when participation in the regular education setting is meaningful – for example, morning meeting, centers, group activities, science or social studies when applicable. The full time special educator/case manager for this program often brings the students into the regular education class and modifies content so students are participating in meaningful academic and social activities.
- There is 1.0 speech therapist at Ft. Barton School. Speech therapy is provided to students who require this specialized instruction based on their disability. Speech therapy is provided in-class or pull-out. The speech pathologist also conducts group speech/language sessions in the Alternate Assessment class on an ongoing basis.

Ranger Elementary:

- There are 3.5 special educators assigned to grades K – 4. Specialized instruction is provided through an inclusive model with in-class academic instruction, co-teaching and behavioral supports. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and regular education teachers.
- Ranger hosts a Regional Self-Contained Classroom for students in grades Pre K - 1. Regional students in the program experience profound cognitive limitations in addition to sensory and/or physical disabilities. Many of these individuals have complex medical histories and chronic health concerns. The students' instruction uses systematic and direct instruction reflecting the Core Content Connectors carried out by a full time Special Educator. Students are integrated into the regular education classroom during specific times when participation in the regular education setting is meaningful – for example, morning meeting, centers and group activities. The class activities also includes direct instruction, co-treatment and ongoing

		<p>consultation with the speech and language pathologist, occupational therapist, physical therapist, Teacher of the Blind and Visually Impaired and the Orientation and Mobility Specialist</p> <ul style="list-style-type: none"> • There is 1.0 speech therapist at Ranger School. Speech therapy is provided to students at Ranger who require this specialized instruction based on their disability. Speech therapy is provided in-class or pull-out. <p>Pocasset Elementary:</p> <ul style="list-style-type: none"> • There are 1.5 special educators assigned to grades K – 4. Specialized instruction is provided through an inclusive model with in-class academic instruction, co-teaching and behavioral supports. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and regular education teachers. There is one classroom has more than 50% special education students. This has been challenging when creating cooperative groups to include role models. Also, behaviors effect the classroom dynamic. • There is 1.0 speech therapist at Pocasset School. Speech therapy is provided to students who require this specialized instruction based on their disability. Speech therapy is provided in-class or pull-out 	
Result	9	<p>Program Continuum Middle Level</p> <p>Little Compton 6 - 8 There are 102 students attending grades 6 – 8 at Wilbur McMahon Schools and are approximately 9 students with IEPs'. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • Specialized instruction is facilitated through an inclusive model providing students in-class support, co-teaching and some pull out for individual skill development. There is 1.0 special educator providing the specialized instruction in grades 6 - 8. <hr/> <p>Middletown: There are 373 students at the Gaudet Learning Academy (grades 4 - 5) and approximately 38 have IEPs. There are 544 students attending Gaudet Middle School in grades 5 - 8 and 86 students have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • The Gaudet Learning Academy provides a school community for Middletown's 4th graders. Specialized instruction for students with IEPs is carried out by 1.5 special educators through an inclusive model. Special educators co-teach, provide in-class small group and individualized instruction as part of the classrooms' Workshop Model. • In grades 5 - 8, there are two grade level clusters. One cluster in each grade level is assigned a special educator, while the other cluster is assigned 0.5 special educator. Most specialized instruction is provided through an inclusionary model in the general education setting through co-teaching, collaboration or small group instruction. Students can also receive additional instruction outside of the regular classroom for more intensive math, writing or reading instruction to address specific skills deficits. Gaudet hosts two Regional Alternate Assessment Classrooms. Each classroom is taught by a full time special education teacher. Regional students in the program have a disability that significantly impacts cognitive function and adaptive behavior. The students' instruction is aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Core Content Connectors. Students are integrated into the regular education classroom for co-curricula's, lunch and recess as well as, other 	

specific times when participation in the regular education setting is meaningful – for example, group activities, science or social studies when applicable. The full time special educators in these classrooms often brings the students into the regular education class and modifies content so students are participating in meaningful academic and social activities. These classes also include direct instruction, co-treatment and ongoing consultation with the speech and language pathologist, occupational therapist and physical therapist. Social Skills groups are conducted by the school social worker and psychologist on an ongoing basis. These social skills groups often include non-disabled peers.

Students who are 14 also begin transition planning and a Career Development Plan is developed, as part of the IEP process. These students and their families also use a tool/process (MAPS) to help plan for the future, resulting in an outline of where a student wants to go, and how he/she will get there. Their instruction and educational experiences also include activities to help the student prepare for transition from high school to post-school life. Additional programs available to students in this program include Best Buddies and Unified Basketball.

- Gaudet also hosts a Regional Behavior Support Program for grades 4, 5 and 6. This program offers Regional students a setting that focuses on academic and social-emotional explicit instruction and supports. It is staffed by 1.0 special educator, a behavior specialist and 1.0 teacher assistant. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the regular education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist and school social worker facilitate groups, weekly, focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making.
- Gaudet also hosts a partnership program between NCRSEP and Bradley School. This program was established due to the recognized need of a setting to support middle school students coming from an out of district placement back to the public school. NCRSEP, Bradley and the administrative staff at GMS worked together to establish this program which allows for a smaller class size, when needed, for academic classes. When students are transitioned, they spend most of the day within the small class. Class periods are added to the student's routine as data indicates they are successful. The supports are released upon the student's success, with the overall goal of having the student transition completely.

Tiverton 5 - 8

There are 571 students attending Tiverton Middle School, 77 are students with IEPs. The special education program continuum is as follows:

- At TMS, a special educator is assigned to each grade level and services are provided in an inclusionary model during the ELA and Math classes. Most specialized instruction is provided through co-teaching, collaboration or small group instruction. In addition to in-class services, students who require additional supports and individualized instruction are assigned to an additional period and receive these supports from a special educator. In addition, students are able to access this resource period for extended time on assignments or assessments, per IEP.
- TMS also hosts a Regional Alternate Assessment Classroom. This class is taught by a full time special education teacher. Regional students in the program have a disability that significantly impacts cognitive

		<p>function and adaptive behavior. The students' instruction is aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Core Content Connectors. Students are integrated into the regular education classroom for co-curricula's, lunch and recess as well as, other specific times when participation in the regular education setting is meaningful – for example, group activities, science or social studies when applicable. The full time special educator often brings the students into the regular education class and modifies content so students are participating in meaningful academic and social activities. These classes also include direct instruction, co-treatment and ongoing consultation with the speech and language pathologist, occupational therapist and physical therapist.</p> <p>Students who are 14 also begin transition planning and a Career Development Plan is developed, as part of the IEP process. These students and their families also use a tool/process (MAPS) to help plan for the future, resulting in an outline of where a student wants to go, and how he/she will get there. Their instruction and educational experiences also include activities to help the student prepare for transition from high school to post-school life. Additional programs available to students in this program include Best Buddies and Unified Basketball.</p> <ul style="list-style-type: none"> • TMS also hosts a partnership program between NCRSEP and Bradley School. This program was established due to the recognized need of providing specialized supports for higher-functioning students with Autism at the middle school level. NCRSEP, Bradley and the administrative staff at TMS worked together to establish a program to minimize the transition challenges from class-to-class and other activities throughout the day for the students. It also allows for a smaller class size, when needed, to give the students more individual attention and a less-stressful environment when needed. The class serves as a quiet place where the student can go if they feel overwhelmed and can regain emotional and sensory regulation. Specific socialization training and pragmatic language skills services including effective interpersonal communication are embedded in this program. The students have access to all regular education classes. <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level Middletown</p> <p>At Middletown High School there are approximately 636 students and 100 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> • Co-taught/collaborative classes (9th-12th) - Currently, of the 19 students with Intellectual challenges all 19 students participate in electives, such as; Chorus, band, pottery, drawing, woods, video design, and photography. Of the 81 remaining IEP students, all 81 participate in combination of co-taught core content courses and General education courses without special education services • Study Skills/Resource- This smaller setting is designed to provide special education services relating to behavior, organization, study skills, transition, and academics via small group and individualized instruction. Computers are available to students for the purposes of assessment, research, and instruction, online resources such as Way to go RI, online portfolios, I-Parent, and the internet. 28 students with IEPs, participate in the Study Skills, for which they receive one credit. 	

- Life Skills-This regional program is specially designed for students with Intellectual challenges and adaptive behavioral needs who participate in the Alternate Assessment. Students are engaged in learning experiences that range from Reading, Writing, Math, Social Studies, Science to general education classes for electives and some core classes. Academic rigor for this program is individualized and based on the Common Core Connectors as well as the student's IEP goals. Additional programs available to students in this program include Best Buddies, Special Olympics, Unified Basketball, Unified Volleyball, Community experiences, job exploration, transition skills and vocational training. Related services including Speech & Language, OT, PT, APE and music therapy are integrated into the program, per student IEPs. Consultation with these service providers is on-going. Career Development Plans and MAPS planning meetings inform the IEPs and provide the team with direction for vocational goals and self-determination goals.
- A behavior specialist is contracted through an agency to provide on-going behavioral supports throughout the school for both general education and students with IEPs.
- Middletown high school facilitates a scaffolded literacy program consisting of grade level courses without support, grade level course with special education services (co-taught), and grade level classes with special education services and a literacy lab period taught by a Reading specialist and a special educator. Regardless of the structure, students are exposed to the same grade level, common core curriculum. A variety of sources are used to determine the level of supports and services needed for each student. The assessments may include: NECAP, PARCC, NWEA with Skills Navigator, standardized achievement tests and Reading Inventories, etc. These assessments may also be used to inform PLPs and progress monitor skills.
- Middletown High School also facilitates a scaffolded math program consisting of Math courses (Concepts of Algebra, Foundations of Algebra 1, Algebra 1, Geometry, Algebra 2, and Discrete Math) without special education supports and services, Courses with Special education supports and services (Co-taught) and Co-taught classes with a math lab. Concepts of Algebra is a co-taught class for students requiring maximum supports and services in order to acquire basic, prerequisite math skills prior to entering Algebra 1. Foundations of Algebra 1 is a double block of Algebra 1 covering the same CCSS for Algebra 1 with double the amount of time built in. This double block is also available for students who take Geometry with a lab. A variety of sources are used to determine the level of supports and services needed for each student. The assessments may include: NECAP, PARCC, NWEA with Skills Navigator, and standardized achievement tests, etc. These assessments may also be used to inform PMPs and progress monitor skills.
- Middletown High School also hosts a partnership program between NCRSEP and the Bradley School, called East Bay Works. This program was established due to a recognized need of a setting to support high school students clinical, behavioral, and academic needs in a less restrictive setting than a substantially separate school. Many students access this program as a "step down" from a separate school setting in order to reintegrate into a typical high school. Students may begin their attendance by participating in mostly EBW classes. As they meet behavioral expectations, they begin to take classes with non-disabled peers in the regular education setting.
- The School Psychologist and Social Worker work collaboratively with the behavioral specialist, the Dean of discipline and the school administration to identify and provide on-going social emotional supports to the student body. This includes individual counseling as well as a more structured social skills group for

students demonstrating deficits in social emotional learning. The social skills group includes peer models so that students can get the perspective of non-disabled peers.

Tiverton

At Tiverton High School there are approximately 542 students and 77 have IEPs. The program continuum is as follows:

- Co-taught/collaborative classes (9th-12th)- Currently, of the 13 students with Intellectual challenges, 1 student participates in one or more core classes and all 13 students participate in electives. Of the 64 remaining IEP students, all 64 participate in combination of co-taught core content courses and General education courses without special education services
- Academic Strategies & Instruction/Resource- This smaller setting is designed to provide special education services relating to behavior, organization, study skills, transition, and academics via small group and individualized instruction. Computers are available to students for the purposes of assessment, research, instruction, online resources such as Way to go RI, online portfolios, I-Parent, and the internet. Currently, 11 students with IEPs participate in the Study Skills, for which they receive one course credit.
- Life Skills-This regional program is specially designed for students with Intellectual challenges and adaptive behavioral needs who participate in the Alternate Assessment. Students are engaged in learning experiences that range from Reading, Writing, Math, Social Studies, Science to general education classes for electives and some core classes. Academic rigor for this program is individualized and based on the Common Core Connectors as well as the student's IEP goals. Additional programs available to students in this program include Special Olympics, Unified Basketball, Unified Volleyball, Community experiences, job exploration, transition skills and vocational training. Related services including Speech & Language, OT, PT, APE and social skills groups are integrated into the program, per student IEPs. Consultation with these service providers is on-going. Career Development Plans and MAPS planning meetings inform the IEPs and provide the team with direction for vocational goals and self-determination goals.
- Tiverton high school facilitates a scaffolded literacy program consisting of grade level courses without support, grade level courses with special education services (co-taught), and grade level classes with special education services and a literacy lab period taught by a Reading specialist. Regardless of the structure, students are exposed to the same grade level, common core curriculum. A variety of sources are used to determine the level of supports and services needed for each student. The assessments may include: NECAP, PARCC, STAR, standardized achievement tests and Reading Inventories, etc. These assessments may also be used to inform PLPs and progress monitor skills.
- Tiverton High School also facilitates a scaffolded math program consisting of Math courses (Algebra 1, Geometry, Algebra 2, and Personal Finance) without special education supports and services, Courses with Special education supports and services (Co-taught) and Co-taught classes with a math lab. This double block (Math with a lab) provides the same curriculum with double the amount of time for teaching and learning. A variety of sources are used to determine the level of supports and services needed for each student. The assessments may include: NECAP, PARCC, STAR (for grade 9 placement), and standardized achievement tests, etc. These assessments may also be used to inform Intervention plans and progress monitor skills.

		<ul style="list-style-type: none"> • The School Psychologist and Social Worker work collaboratively with the school administration to identify and provide on-going social emotional supports to the student body. This includes individual counseling as well as a more structured social skills group for students demonstrating deficits in social emotional learning. • Tiverton High School also maintains a Peer Helping Network. The group of students is group whose goal is to ensure social acceptance and a healthful school culture at THS. Members are recommended for the group by peers and faculty. Each Member is assigned an incoming freshman to Mentor. As a member of the group, students set an agenda for the year on important social issues for the student body. These may include cyber bullying, teen dating violence, drug awareness, etc. The Peer Helping Network then meets throughout the school year to create presentations for the entire school. This group is facilitated by the school psychologist. <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>NCRSEP has a full time APE teacher who travels between schools to service students who qualify for APE, per their IEP. The APE teacher conducts small group classes and 1:1 classes, as needed. In addition, the APE teacher co-teaches some PE classes, providing services for students within the general education PE class. At some schools, the PE teacher is dual certified and will service students who require APE and this is part of the PE teacher's schedule.</p> <p>NCRSEP's APE teacher conducts all APE evaluations/re-evaluations and establishes the goals for the IEP process.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School Year programming is offered in each district in the Region. Services are based on students' IEPs, using the "ESY Eligibility Documentation Form" indicating specific goals that the student met criteria for. Many of the students receive their ESY through the following established programs:</p> <ul style="list-style-type: none"> • Regional Middle and High School Program: this program is held at Middletown High School. It is a six-week program and is an extension of our middle and high school RIAA classrooms. Students continue receiving services as outlined in their IEP. Students also participate in community outings to practice and generalize the skills they learn in their own community. • Middletown Public Schools runs a summer program for students K - 12, as part of the Multi-Tiered Level of Supports. Students are invited to attend this summer program based on assessment data and Rtl data. NCRSEP collaborates with MPS to offer special education supports during this summer program. Our preschool students who require ESY also receive their instruction during this four week program. • Little Compton Public Schools runs a summer program for students K – 8, as part of the Multi-Tiered Level of Supports. Students are invited to attend this summer program based on assessment data and Rtl data. NCRSEP collaborates with LC to offer special education supports during this summer program. 	

		<ul style="list-style-type: none"> • NCR established a four week program for students in Tiverton (K-12) who require ESY. Special Educators provide specialized instruction in a small group based on student need/grade level. • Speech/language, occupational / physical therapy and other support services are also provided per IEP <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>Little Compton The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2014-2015) is 8% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 50%.</p> <p>Middletown The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2014-2015) is 15.7% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 33.3%.</p> <p>Tiverton The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2014-2015) is 15.5% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 28%.</p>	

		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>Middletown The Middletown Public Schools graduation rate is 85.2% for all students and 71.4% for students with disabilities. These rates approximate the state average rates of 80.7% for all students and 60.0% for students with disabilities.</p> <p>The Middletown Public Schools dropout rate is 2.3% for all students and 4.8% for students with disabilities. These rates approximate the state average rates of 8.0% for all students and 15.7% for students with disabilities.</p> <ul style="list-style-type: none"> • Students with IEPs who graduate from Middletown is 11.4% greater than that of the state. • It is also notable that Middletown’s rate of dropout for students with IEPs is approximately 10.9% lower than the state average. <p>Tiverton The Tiverton Public Schools graduation rate is 91.2% for all students and 79.3% for students with disabilities. These rates approximate the state average rates of 80.7% for all students and 60.0% for students with disabilities.</p> <p>The Tiverton Public Schools dropout rate is 2.9% for all students and 6.9% for students with disabilities. These rates approximate the state average rates of 8.0% for all students and 15.7% for students with disabilities.</p> <ul style="list-style-type: none"> • Students with IEPs who graduate from Tiverton is 19.3% greater than that of the state. • It is also notable that Tiverton’s rate of dropout for students with IEPs is approximately 10% lower than the state average. <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately 23 students were reviewed prior to the on-site review by the team leaders. Students’ records were very accessible. The record review process identified by following:</p> <p>-Vocational assessments not seen in files for some students</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p>

		<p>-Progress monitoring/rate of progress not seen in SLD reevaluation files and one file missing an observation report -Evaluations not consistently beginning with 10 days of consent -Parent /students invitations did not list the consideration of post-school goals and transition services. -Random IEP boxes not consistently checked/completed -Record organization was not consistent for all record reviewed. Some were organized and other was very disorganized.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: January 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues resolved.</p>
Result	2	<p>Child Outreach</p> <p>NCRSEP's child outreach screenings are available monthly in each town at a designated location. Calendars are dispersed to each elementary school, and given the local pediatricians. Screenings are also completed in all community-based early childhood programs. Referrals from parents, pediatricians, preschools, private schools, or other agencies can be made at any time.</p> <p>The child outreach coordinator provides supervision to the team of screeners completing the individual screenings, ensuring the reliability and validity of the screening tools. She reviews all of the screenings, and ensures that all results are entered into Kidsnet. Screenings from other districts are forwarded to those districts. Screenings that require referrals to the Evaluation Team are followed through the referral process with the Early Childhood Evaluation team. The COC also communicates with families about concerns raised on any of the tools utilized. She also attends COC meetings with RIDE to keep current on recommendations and current trends in the outreach process.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In NCRSEP's most recent Consolidated Resource Plan, the district reports the following screening percentages: 3 year olds: Little Compton = 12.5%, Tiverton = 11.27%, Middletown = 12.15% 4 year olds: Little Compton = 32.14%, Tiverton = 26.99%, Middletown = 25.19% 5 year olds: Little Compton = 59.26%, Tiverton = 48.45%, Middletown = 36.19%</p> <p>Percentages are of screenings only. Children who had IEPs and were receiving services were not entered into Kidsnet. In order to improve these percentages, we have increased our efforts in screenings by leaving flyers at pediatricians' offices and libraries. There is also information given</p>	

		<p>the Early Interventions providers so that children, who are exited from services, prior to their transition to the school department, are given information about Child Outreach. We are also going to be sure to enter the children who have IEPs.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Newport Regional County School districts for the 2014-2015 year were at 100% compliance for meeting evaluation timelines for initial referrals. As of 5/23/16 they were, thus far, at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the Regional districts, special educators, support staff and case managers share information to regular educators in a variety of ways:</p> <ul style="list-style-type: none"> • Complete a template that outlines accommodations/modifications/learning style that is sent to the general education teachers. • General educators access student's accommodations via an electronic data base. • Meet with general education teachers to discuss/clarify accommodations and assess the ongoing need/effectiveness for the accommodations <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>Every school in the region has implemented a multi-tiered system of supports in the academic and behavioral areas in an effort to ensure that evidence based interventions are implemented and monitored for students who are not meeting benchmarks on schoolwide screenings, formative and/or summative assessments and/or classroom performance.</p> <p>All schools follow a three-tiered model for instruction and intervention and this is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, some students with identified needs receive supplemental or targeted instruction and intervention at Tier 2.</p>	<p>Timeline: Staff will receive professional development in the area of SLD determination for both initial and reevaluation.</p> <p>Progress Check: January 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <ul style="list-style-type: none"> • Orientation 2016 in all districts • School-based professional development • Referral and Re-Evaluation Documents created and utilized

		<p>Finally, at Tier 3, a few students with the most severe needs receive intensive and individualized behavioral and/or academic support.</p> <p>Evaluation teams, in accordance with the <i>RI Criteria and Guidance for the Identification of Specific Learning Disabilities</i> document, determine a child eligible under a specific learning disability when:</p> <ol style="list-style-type: none"> (1) Data/evidence that the student's current achievement of State-approved Core Curriculum expectations and English Language Proficiency Standards is significantly different than his/her peers relative to national normative data with consideration of state and local data when provided with appropriate learning experiences and instruction and, (2) Data/evidence that the student does not make sufficient progress to meet age or State-approved Core Curriculum expectations and English Language Proficiency Standards, based on child's limited responsiveness to intensive scientific, research-based interventions which have been implemented with fidelity. <p>Challenges remain throughout the Region and are inconsistent from district to district and even from school to school in some districts. Areas of challenge include: continuous classroom progress monitoring, research-based interventions, progress monitoring during instruction and interventions, fidelity of program implementation and staff development.</p> <p><u>Documentation</u>: Interviews; record review</p>							
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Newport County has had the following complaints, mediations or hearings:</p> <p style="text-align: center;"><u>LITTLE COMPTON</u></p> <p>COMPLAINTS: 2013 - Little Compton had no Complaints</p> <p><u>2014</u> <u># of Complaints: 1 complaint during this period</u></p> <table border="1" data-bbox="338 1227 1335 1333"> <thead> <tr> <th></th> <th style="text-align: center;"><i>ISSUE(S)</i></th> <th style="text-align: center;"><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td><i>Complaint #1</i></td> <td>Placement</td> <td>Part Compliant & Non-Compliant</td> </tr> </tbody> </table> <p>2015 - Little Compton had no Complaints</p>		<i>ISSUE(S)</i>	<i>RESULT</i>	<i>Complaint #1</i>	Placement	Part Compliant & Non-Compliant	
	<i>ISSUE(S)</i>	<i>RESULT</i>							
<i>Complaint #1</i>	Placement	Part Compliant & Non-Compliant							

MEDIATIONS:

2013 - Little Compton had no Mediations

2014

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	No Agreement Reached

2015 – Little Compton had no Mediations

HEARINGS:

2013, 2014 or 2015 – Little Compton had no Hearings

TIVERTON

Tiverton has had no Complaints for 2013, 2014 or 2015

MEDIATIONS

2013

of Mediations: 2 mediations during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	Agreement Reached
<i>Mediation #2</i>	Other	Withdrawn

2014 and 2015 no Mediations

HEARINGS

2013 and 2014 Tiverton had no Hearings

2015

of Hearings: 2 hearings during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Placement; Evaluation; FAPE	Decision
<i>Hearing #2</i>	Placement	Pending

MIDDLETOWN

2013 – Middletown had no Complaints

2014

of Complaints: 1 complaint during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>	IEP	Finding of Non-Compliance

2015 – Middletown had no Complaints

MEDIATIONS

2013

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	Agreement Reached

2014

of Mediations: 4 mediations during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	IEP	Withdrawn
<i>Mediation #2</i>	Other	No Agreement Reached
<i>Mediation #3</i>	Placement	No Agreement Reached
<i>Mediation #4</i>	Other	Agreement Reached

2015

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Evaluation	Agreement Reached

HEARINGS

2013

of Hearings: 1 hearing during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Other	Resolution Session Agreement

2014

of Hearings: No hearings during this period

2015

of Hearings: 1 hearing during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	IEP	Resolution Session Agreement
<i>Hearing #2</i>		

Documentation: Data Analysis, RIDE, due Process Data Base

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that</p> <ul style="list-style-type: none"> • Middletown achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. • Tiverton achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. • Little Compton achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>NCRSEP has worked diligently and collaboratively to implement a comprehensive transition plan for students who are 14 years old +. A Transition Binder has been created and is utilized for students who are in the RIAA classes and are 14+ as part of the IEP process. The binder includes transition activities for students at each grade level. A Career Development Plan is created with the student and the team. Age appropriate transition assessments are completed that include a student interview, soft-skills checklists for vocational behavior, social skills, life skills and a transition rating scale. Students and families also participate in the MAPS process. These activities help inform the team to develop meaningful IEP goals and transition services needed for post school goals/program of study. The case managers of our RIAA Middle School classrooms participate on the Transition Advisory Committee (TAC) and Teachers of Life (TLS) meetings.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	<p>3 IDEA Transition Planning at the High School Level</p> <p>NCRSEP has worked diligently and collaboratively to implement a comprehensive transition plan for students who are 14 years old +. A Transition Binder has been created and is utilized for</p>	

		<p>students who are in the RIAA classes and are 14+ as part of the IEP process. The binder includes transition activities for students at each grade level. Each year, the student's Career Development Plan is created with the student and the team. Age appropriate transition assessments are completed that include a student interview, checklists for career exploration, hobby & interest inventories, vocational behavior, social skills, self-determination scale, life skills and a transition rating scale. These activities help inform the team to develop meaningful IEP goals and transition services needed for post school goals/program of study. Additionally, Certificate transcripts are updated each year. Students participate in transportation training and afterschool integration activities. Industry speakers are scheduled throughout the school year for all grade levels. Depending on the student's grade level, the student will partake in job exploration and shadowing, functional employment activities within the school community, or a trial work experience. The case managers of our RIAA High School classrooms participate on the Transition Advisory Committee (TAC) and Teachers of Life (TLS) meetings.</p> <p><u>Documentation:</u> Document Review</p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Each child's Transition Binder includes a checklist that requires the case manager to contact and invite the agency contact person to the student's meeting. Meetings are scheduled to accommodate the agency's availability to attend the meetings.</p> <p><u>Documentation:</u> Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers or high school special education coordinator as appropriate. Record of document is maintained in the student's file</p> <p><u>Documentation:</u> Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Newport County Regional districts are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Document Review</p>	

Result	7	<p>Middletown: 100% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 82% (State Performance Plan Indicator #14)</p> <p>Tiverton 93% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 82% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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